EMOTIONAL INTELLIGENCE, SPIRITUAL INTELIGENCE AND VALUESOF STUDENTS IN MODERN AND INDIGENOUS SECONDARY SCHOOLS: A COMPARATIVE STUDY

A

SYNOPSIS

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1.0.0 INTRODUCTION:

Education as such aspires for bringing about all round development of child's personality which includes the physical, intellectual & social attributes. Mahatma Gandhi rightly said, “Education is the all round development of one's body, mind & spirit”. But our education system is still very much focused on bookish knowledge and much concerned with cognitive aspect only. The affective and psychomotor domains are almost ignored. Often, the result of such incomplete or lopsided development produces disbalance in a person, who can not deal effectively with his or her individual or social life. To be increasing instances violence, immorality and other evils in the society especially among adolescents highlight the necessity of making fundamental changes in education system to make it more balanced to be serving its real purpose. Thus, the biggest challenge before the education system today is to be equiped it to deal with individual and social conflicts & read them peacefully by developing respect for themselves as well as for others.

Our formal education system tends to lay emphasis on "learning to know" and to a lesser extent on "Learning to do" (*Sharma*, 2005) i.e. "learning to live together" and "learning to be" should also be stressed for the all round development of an individual. These types of learning are the chief issues to be dealt with, in today's educational structure.

Mahatma Gandhi believed that economics cannot be divorced from ethics and that economics must be both fruit bearing and light bearing. Education means all round drawing out the best in child and man's body, mind and spirit (vision of whole man) for successful working of democracy. Education is indisputably the most effective way to shape values, attitudes, behaviors & skills that will equip the people of the world to act in the long term interests of the planet and humanity as a whole. In today's age, which is dominated by knowledge and high technology, the real challenge before our educational system is to create human resources that can take advantage of new opportunities and face new challenges. Our education system should have the dynamism to be able to adjust the rapid changes.

Soon after independence, priority was given to the introduction of '**basic education**' (*nai taleem*, in the words of Mahatma Gandhi), the objective of which is to develop the total personality of the child by providing instructions related to manual and productive work. While the Gandhian basic education provided guidelines for the planning of primary education, the search for a suitable system of secondary and higher education led the government of India to appoint three commissions in 1948, 1952 and 1964 respectively. Although some reforms were introduced as a result of the recommendations made by these commissions.

On the basis of the recommendations of the Education Commission, the central government, after consultations with the state government and with the approval of parliament, announced the national policy of education in 1968. The education policy called for “a transformation of the system of education to relate it more closely to the life of the people; a continuous effort to expand educational opportunity, a sustained and intensive effort to raise the quality of education at all stages, an emphasis on the development of morality and cultivation of moral and social values”.

1.1.0 CONCEPT OF EMOTIONALITY:

The word emotion is derived from Latin word 'emover' which means spirit that moves us. So emotion drives us to act. Oxford English Dictionary defines emotion as 'natural instinctive affection of mind' (e.g. love, horror, pity etc.). Emotions are the currents of energy that are with us. Emotions activate our lives, shape our perception and behavior, which then emanate outwards and influence others. There are certain things that we consider pleasant while others view as unpleasant. Certain things appeal to some, while they do not appeal to others. To decide what is pleasant or unpleasant, what is appealing or objectionable varies upon person to person.

Historically, emotions have been largely viewed as disorganizing forces which disrupt one's ability to reason and think. Recent findings however challenge this perspective. Now, it

is believed that emotions can provide information, direct attention and facilitate the attainment of goals. Emotions are our axis on which we rotate throughout our life. Reason and logic play least role in our life. Most of the time, a person is dictated by emotions.

A child will not learn if he/she does not 'want' to learn or feel the 'need' to learn despite of having good intelligence. Our emotions have the potential to serve us as a delicate and sophisticated internal guidance system. Emotions alert us when natural human need is not being met, for example, when we feel the fear, it is our need for safety which is not being addressed, when we feel rejected, it is our need for acceptance which is unmet. All human beings have basic emotional needs. These needs can be expressed as feelings e.g., to feel accepted, to be respected and to feel important. Each person differs in intensity of the need.

Some researchers claim to identify the basic emotions which are independent of our conscious mind – feeling like fear, anger, surprise, disgust and affection. More complex emotions like guilt, hope and sympathy are the result of complex interactions in the brain between the thinking centre and the thalamus. Our emotions affect us profoundly and being mostly outside our conscious control that can run away with us.

Without emotions, life would appear to us as a stream of unconnected events. Emotions are crucial in motivating us to make choices and in bestowing meaning and purpose to what we do. They also make possible for us to interact with other people and, in turn, to become that sort of people which others want to be with. Emotions help us to communicate with others. Our verbal skills enable us to express more of our emotional needs and this gives a better chance of meeting them. Emotions guide one's overall assessment and experience of the world. Our emotions are more than our mind. They contain our history, experience, deep understanding and relationships in our lives. Emotions make up what we shape our mind as well as our entire personality pattern. They enter the human system as a source of energy that radiates and resonates.

People, who have a control over their life, can manage and know their feelings well and understand effectively other's feelings while the people who do not have control over their emotional life, fight inner battles that sabotage their ability to focus on work and think clearly (Goleman, 1995).

1.2.0 MEANING OF EMOTIONAL INTELLIGENCE:

E.I. is the ability to adjust one self to a new situation. E.Q. has its roots in the concept of social intelligence, which was first coined by E.I. Thorndike in 1920. E.Q. is a type of social intelligence that involves the ability to monitor one's own and others emotions to discriminate among them and to use information to guide one's thinking and actions (Solvey and Mayer 1990). E.Q. persons are skilled in four areas– in identity using understanding and regulation of emotions (*Golman* 1995) E.Q. is one's capacity to connect with others.

A degree of E.Q. is awareness of one's own and other people's feeling such as sympathy, comparison motivation and the ability to respond to pain and pleasure appropriately (Goleman, 1995). In other words, we can describe E.Q. in such of way that "intelligence with emotions" is called emotional intelligence.

Recent research is strengthening the long hold premise that the art of managing emotion contributes a lot towards success. Research shows that IQ accounts for only 20% of person's success in life (Stornberg, Wong, Wagner, Willioms and Hovarth, 1995) the balance can be attributed by Emotional Intelligence. The term Emotional Intelligence (EI) was made popular by Danial Goleman in his bestselling books 'Emotional Intelligence' (1996) and 'Working with Emotional Intelligence' (1998). The EI involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (*Mayer and Salovey*, 1993). The emotional intelligence (EI) at the most general level relates to the ability to recognize and regulate emotions in one self and in others (*Goleman* 2001).

The EI involves abilities that may be categorized into five domains; self- awareness, managing emotions, motivating one-self, empathy and handling relationship. Thus intrapersonal and interpersonal intelligence as proposed by Gardner (1993), essentially constitute the aspects of social intelligence which have been included in EI in the form of self-awareness, empathy and handling relationship. EI involves the ability to reason using emotions and of emotion to enhance the reason.

Teaching adolescents about their emotions and how they deal with others as well as their own actions can be very helpful in their struggles. Furthermore, in order to encourage a smooth transition from adolescence to adulthood, a good understanding of emotions of adolescents is important in determining their psychological wellbeing. Here, the concept of 'personal meaning' in life of adolescents can play a major role in relation to the emotional intelligence of adolescent. Wong (1998) defines meaning in life as it refers "to making sense, order or coherence out of one's existence and having a purpose and striving towards a goal or goals."

1.3.0 CONCEPT OF SPIRITUALITY:

The English word 'spirit' has many differing meaning, all of them relating to a non-corporal substance contrasted with the material body. The spirit of a human being is the animating sensitive or vital principle in that individual, taken to be the seat of the mental, intellectual and emotional power. **Davesh (1997)** in his book "The psychology of spirituality" opines that the ultimate human reality is the spiritual one. Spirituality is the belief in ultimate goodness and righteousness.

1.4.0 MEANING OF SPIRITUAL INTELLIGENCE:

Spiritual intelligence is coined term, but it may be confusing SQ with spiritual knowledge. Spiritual knowledge is the knowledge about spirituality and SI is the intelligence with which we access our deeper meaning, purpose and highest motivations. The word spiritual in relation to the intelligence has no necessary connection with organized religion.

A person may be very high in SQ but have no religious faith or belief of any kind. Equally a person may be religious but low in SQ. Spiritual intelligence could function as the guidelines in our differentiating to the good and bad. Spiritual intelligence on the other hand is the ultimate intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives in a wide richer meaning giving context to the intelligence with which we can assess that one's course of action or one's life path is more meaningful than the others (Zohar and Marshall, 2001).

1.5.0 MEANING OF VALUES:

Values are socially shared ideas, about what is right one of the most important means to achieve this end value orientation of education. This will help human beings to conduct themselves in the more desirable direction and to shape their life patterns by strengthening their beliefs and by integrating facts, ideas, attitudes and action. This will also help them to clarify their aims in life as well as the processes to achieve the same.

Values are the pillars of meaningful life and self-fulfillment. Life with value is meaningful & life in the absence of value is of no use & good at all. Truth, courage, fellow feeling, honesty, beauty, goodness, sincerity, obedience, spirit of sacrifice, respect, worship, devotion, sympathy, kindness, service to others, manual work are few of the values which make the individual grow and develop rightly. The values are the assets of the individual. Values of life are like ornaments which shine like stars in the personality of the individual. Values signify that quality of an individual or a thing which makes that individual or thing important, respectable and useful.

2.0.0 NEED OF THE STUDY:

A fundamental need of an institution is to imbibe certain values and principles among students to shape up their personality according to the present need, but this is missing from academic institutions. For the development of good personality of students we have to provide emotional, spiritual & value education, so that the students can enhance their self-concept and

self-esteem. Emotional intelligence, spiritual intelligence & values influence our life in most of the areas like family, society and schools etc. that's why the education of E.I, S.I and values is becoming an important area of study.

During the adolescence students suffer from stress & tension. It is a period of emotionality and stage of development of thoughts & ideas in their mind. During this period they feel various negative feelings such as anger, grief, blame and fear etc. There are some emotions which are toxic to learning and some are helpful in improving learning. Education regarding emotional, spiritual and values would be beneficial to control negative emotions. But singh (2001) suggest that emotions can be positive and negative because they react to specific condition or situations. Hence, the Education has to be carefully given by keeping in mind the chief issues of emotionality, spirituality. Due to negligence of chief issues in today's schools, incidents such as shooting in the classroom, using abusive language, suicidal cases etc., do occur in our school/society. Hence, emotional, spiritual & values aspects should also be stressed for the complete development of an individual. Such a vision should enlighten and guide future educational reforms and policies in relation to content methods. Emotional and spiritual intelligence are observed to be essential for dealing with students in their learning environment, and to make proper decisions. E.I., S.I. & values are therefore becoming an important area of study.

Spiritual intelligence put our individual lives in large context. It provides meaning and purpose to life. With high spiritual intelligence students are able to understand the importance of human nature and are able to improve and modify their behaviour. In NCERT curriculum framework of secondary education (2000), one of the objectives was to provide – "Broad based general education to all learners up to the end of the secondary stage to help them to become life long learners and acquire basic life skills and high standards of Intelligence Quotient (IQ), Emotional Intelligence (EQ) and Spiritual intelligence (S.Q.)."

The connections between spirituality and education are often not found in schools. The requirement to address the spiritual and moral dimensions of education was recognized

by national curriculum association in the United Kingdom, which produces a discussion paper in 1993 to provide guidance to schools. In this paper the point is made that the potential for spiritual development is open to everyone, not for those with a particular belief or faith.

Education systems do affect the behavior, thoughts and beliefs of students. An education system (curriculum planners and administrator) that is aware of the E.I., S.I. and values help their students for meaningful and valuable life that's why the education system must be focused on E.I., S.I. & values.

3.0.0 EMERGENCE AND JUSTIFICATION OF THE STUDY:

Man lives in society, which is an association of individuals & created by individuals for their own good. In present scenario the condition of the society is pathetic and compels us to think various aspects like loss of moral values, lack of emotional control, no regard for each other etc. These problems arise from lack of E.I., S.I. & Values. If we want to overcome their problems we have to give knowledge about E.I., SI & Values of the students. Students are the foundation of the society, who comes from the schools. The connections between spirituality and education are often not in schools. The Daken Framework of Action (2000) is committed to improving all aspects of the quality of the education and ensuring excellence of all, through diversification of contents, methods & the Promotion University shared Values. To make these possible changes in attitudes, behavior & Values are required. Thus besides improving all aspects of the quality of education &ensuring excellence, the measurable learning outcomes are to be achieved by all, especially in literacy, numeracy & essential life skills. In the brief the quality education is one that satisfies basic learning needs & enriches the lives of learners & their overall experience of life. National policy (1986) recommended that education be meaningful must be value oriented. Many suicidal cases indicate that academic performance is not only important but teaching of handling the emotions in care of persistence is also very important, for example like the capability to handle day to day problems, the ability to make and keep friends, the ability to remove conflict, and the power to express one's self peacefully and honestly (Lacior 2003).

(NCERT 2000) also suggested on assessment of E.Q. & S.Q. not only I.Q. The most important aspect of education missing today is all round development of the students. By teaching emotional & spiritual skills we can gift students with self acceptance, anger management ability to make and keep friends, ability to resolve conflict, motivation to cooperate and power to express one peacefully and honesty. Fisher (1998) pointed out that recent research has shown attension to the importance of spirituality in human health and wellbeing. Spiritually wellbeing people manifest a positive energy that helps them to manage challenges, have a commitment to truth and are often a source of inspiration to others (Ingerson, 1998).

Recent research is strengthening the long hold premise that the art of managing emotion contributes a lot towards success. Research shows that IQ account for only 20% of person's success in life (stronberg, wong, waymer, willioms and Hovarth, 1995) the balance can be attributed to EQ & SQ Goleman (1995) observed that 20% success of an individual depend on IQ, while 80% success depend on EQ & SQ.

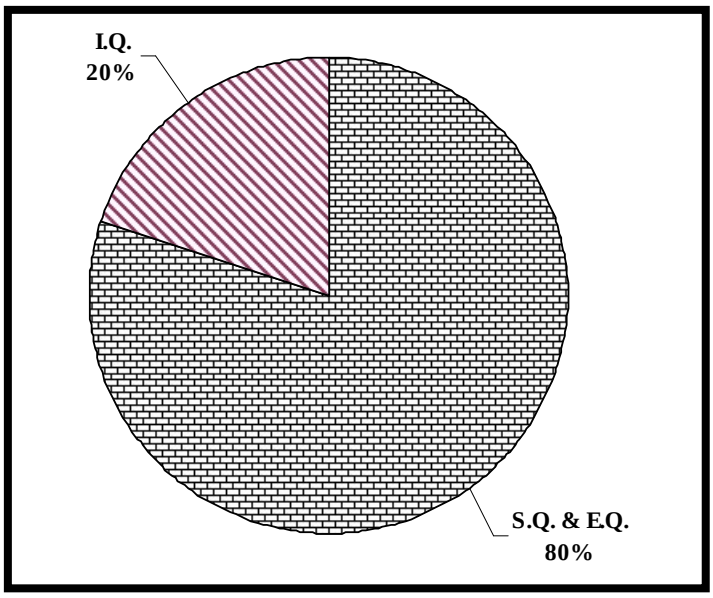


Diagram 1.1: Pie diagram showing the individual success

The recent National curriculum framework for school education by NCERT, apart from broad based general education to all learners, emphasizes very much not only on acquisition of basic life skills but also on development of high standards of I.Q., E.Q. & S.Q.

Up to the 1990's Intelligence Quotient (I.Q.) was taken as a role measure of Intelligence and success of an individual with the passage of time, the validity of I.Q. as the only measure of a person's intelligence and success has been formality questioned. The notion of I.Q. has started lossing its ground because of its failure to explain real life experiences (Sternberg, Wagner, Williams and Haworth, 1995). It was first Peter salovery of Yale unversity and John Mayer of Hampshire university in 1990, who coined the termed Emotional intelligence and described it as a from a social intelligence that involves the ability to monitor one's own and other feelings and emotions to discriminate among them and to use this information to guide one's thinking and action. Emotions are the main force which enables an organism to cope with circumstances and add colour and spice to use living. The framers of National policy of Education (1986) very well realized the present state of affairs regarding value crisis and therefore emphatically recommended that education to be meaningful must be value oriented.

Research study based on some variables which are related to this study

S.No.	Researcher's Name	Variables taken in Research
1	Amimuddin Hassan (2013)	Emotional & Spiritual Intellignece
2	Annakodi, R. (2013), Peak, E.S. (2004), Radhakrishnan Anand and Suniyan (2010), Sudhakaran, B.ven Kathapathy R. (2002)	Emotional Intelligence
3	Arya, A. (1984),	Emotional maturity & Value
4	Bansal (2005)	Emotional & Spiritual Intelligence
5	Bradshaw, F. (2000), Chetariya, M.R. (2009), Franaq,A.(2009), Farah & Shujja, Sultan (2013), Kalhotra Satish Kumar (2012), Nado, A. (2000)	Emotional Intelligence & Academic achievement.
6	Connor, Bridget & Sear, Sharan (2009)	Emotional Intelligence. & Anxiety

7	Coulillokater, M.I. (2002)	Awaking creativity & Spiritual Intelligence
8	Diedrich (2007), Mull, H.B. (2004), Zohar, D. & Marshall. I. (2000)	Spiritual Intelligence
9	Tiwari, G.N., Harjot K.D. (2014)	Spiritual Intelligence, Emotional Intelligence, Self efficacy, Academic Achievement
10	Hartsfied (2003)	Spirituality, Emotional Intelligence & Self- efficiency, awaking creativity & S.I.
11	Haskatt, R.A. (2003)	Emotional Intelligence & Teaching success
12	Jeba & Annaraja (2008)	Multiple Intelligence & Achievement
13	Karthikeyan, P & Mani. S. (2010)	Values
14	Ruiz, R. (2005)	Spiritual Dimension
15	Sareeja (2005)	Spirituality, Emotional Maurity & Quality of life
16	Siva kumar, D. (2012)	Emotional maturity
17	Tracy, Johnson (2009)	Emotional Intelligence & I.Q.
18	Yadav, Shalini (2012)	Emotional Intelligence & Values

The researcher has studied a number of studies which have conducted on single variable E.I., S.I. or Values. The researcher did not come across any research on all the three variables related to Indigenous & Modern Schools.

After surveying the related literature I have decided to conduct my research work on E.I., S.I. and Values of students in Indigenous & Modern Schools.

By this study researcher wants to know the answer of certain questions such as-

1. Do educational system affect Emotional Intelligence, Spiritual Intelligence & Values of the Students?
2. What is the status of Emotional Intelligence, Spiritual Intelligence & Values in Indigenous & Modern Schools?
3. What are the differences among the students of Indigenous & Modern Schools on the basis of E.I., S.I. & Values?
4. Why are the students not able to adjust themselves in society?
5. What quality of E.I., S.I. & Values are found in students of Indigenous & Modern Schools?

4.0.0 STATEMENT OF THE PROBLEM:

"A STUDY OF EMOTIONAL INTELLIGENCE, SPIRITUAL INTELLIGENCE AND VALUES OF SECONDARY SCHOOL STUDENTS IN MODERN AND INDIGENOUS SCHOOLS: A COMPRATIVE STUDY"

5.0. 0 DEFINITION OF TERMS USED IN THE STUDY:

Emotional Intelligence (E.I.) is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Mayer et.al.*(2000*), "Emotional Intelligence refers to an ability to recognize the meaning of emotions and to reason and problem solve on the basis of them and it involves the capacity of perceive emotion related feeling, understand the information of these emotions and manage them".

Spiritual Intelligence (S.I.) is the intelligence which we can access our deepest meaning & purpose of life & we can also access that one's course or one's life path is more meaningful than others.

Zohar & Marshall (2000), "The intelligence with which we address and solve problems of meaning & value; the intelligence with which we can place our action and our lives in a wider, richer meaning, giving context; the intelligence with which we can assess that, one course or action or one life –path is more meaningful than another".

Values – Value are those standards or a code for moral behavior conditioned by one's cultural tenets & guided by conscience according to which human being is supported to conduct himself and shape his life patterns. They affect the choice that we make and the actions.

"Values: principles or standards of behavior; one's judgement of what is important in life". (**Oxford Dictionary)**

Indigenous Schools– Special focuses on teaching indigenous knowledge, models method and content with in formal or non formal education system.

Modern Schools– Special focuses on teaching "modern" subjects such as science, mathematics & English etc. and subject like metaphysics & philosophy are not include.

Secondary school students- students studying in class 11 & 12 included in the secondary school students.

6.0.0 OBJECTIVES OF THE STUDY:

1. To assess the level of Emotional Intelligence of secondary school students in Modern schools.
2. To assess the level of Emotional Intelligence of secondary school students in Indigenous schools.
3. To assess the level of Spiritual Intelligence of secondary school students in Modern schools.

4. To assess the level of Spiritual Intelligence of secondary school students in Indigenous schools.
5. To assess the level of Values of secondary school students in Modern schools.
6. To assess the level Values of secondary school students in Indigenous schools.
7. To compare the Emotional Intelligence among the students of Modern and Indigenous schools.
8. To compare the Spiritual Intelligence among the students of Modern and Indigenous schools.
9. To compare the Values among the students of Modern and Indigenous schools.

7.0.0 HYPOTHESES OF THE STUDY:

1. There will be no significant difference in the Emotional Intelligence among the students of Modern & Indigenous Schools.
2. There will be no significant difference in the Spiritual Intelligence among the students of Modern & Indigenous Schools.
3. There will be no significant difference in the Values among the students of Modern & Indigenous Schools.

8.0.0 VARIABLES OF THE STUDY:

Following variables will be treated as independent, dependent as per their role in the present study and given as under:

Independent Variables:

- Modern Schools
- Indigenous Schools

Dependent Variables

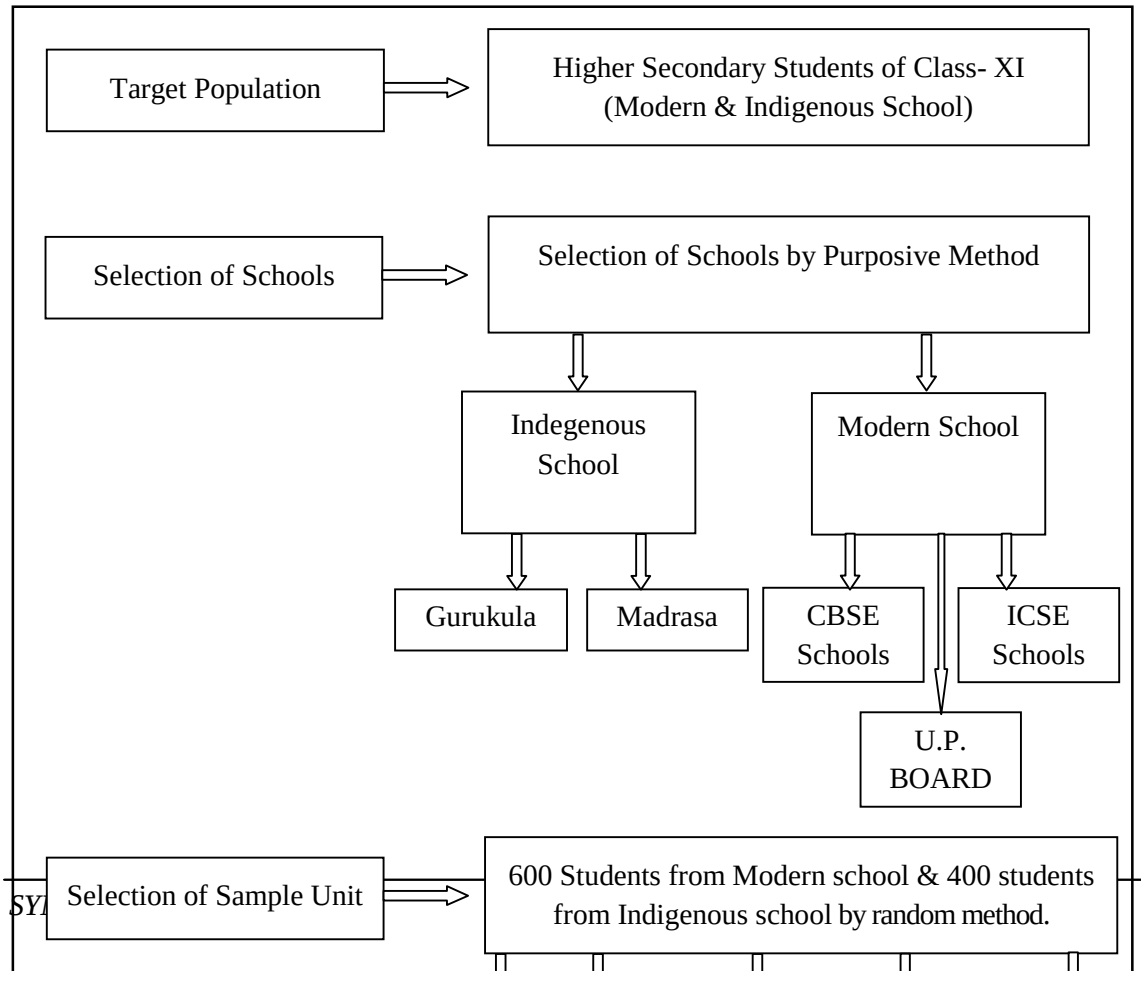
- Emotional Intelligence
- Spiritual Intelligence
- Values

9.0.0 SAMPLE OF STUDY:

The sample for the present study will be taken from Modern & Indigenous Schools. The target sample will be 1000 students studying at higher secondary level.

10.0.0 PROCEDURE OF SAMPLE SELECTION:

In the present study 600 students from Modern school and 400 students from indigenous schools will be selected through stratified random method of sampling from the higher secondary schools and schools will be selected through purposive method of sampling. The procedure of sample selection will be as follows:

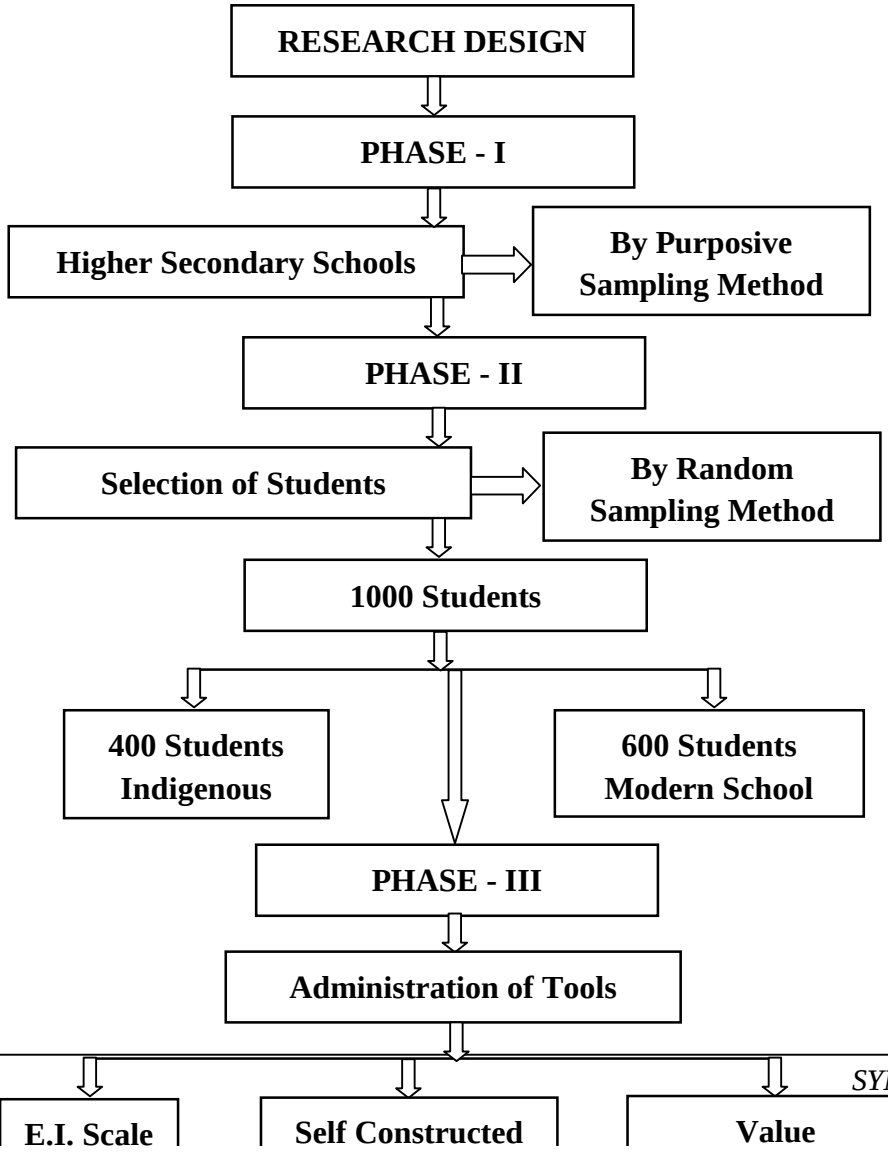


11.0.0 RESEARCH METHOD OF THE STUDY:

Keeping the nature of the problem in mind, the researcher will follow descriptive survey method of research in the present investigation.

12.0.0 RESEARCH DESIGN:

Research design will be as follows:



13.0.0 DELIMITATION OF THE STUDY:

The present study will be delimited to:

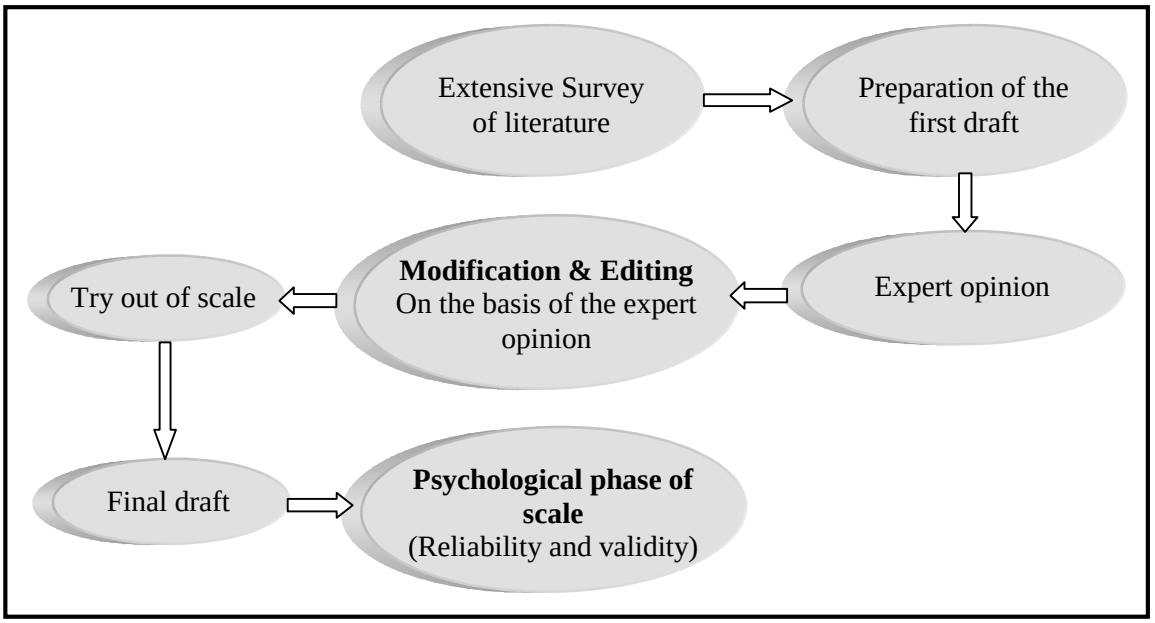
Level of Students	Higher Secondary
Class	XIth
Age	16 – 18 years
Schools	Gurukula, Madarsa (Indigenous) and CBSE Board, U.P. Board, ICSE Board (Modern Education).
Area	Agra Mandal

14.0.0 TOOLS OF THE STUDY:

To investigate such study regarding E.Q., S.Q. and Values following tools will be used:

1. Emotional Intelligence Scale (EIS) by Anukool Hyde, Pethi and Upinder Dhar (2002).
2. Self constructed tool for Spiritual Intelligence.
3. Personal Value Questionnaire (PVQ) by Sherry and Verma (2000).

There is no suitable standardized instrument related to varible spiritual intelligence of the present investigation thus, the tool of this variable will be constructed self by the investigator in the following manner:



A brief profile of the tests given in the manner :

Table 1.1: Showing the various tools of study

S. No	Name of tool	Author	Nature	Group/ Individual	Type of tool	Version	Brief discritption
1	Spiritutal Intelligence Scale	Self constructed	Verbal	Individual and group	Five point rating scale	English	The item will be based on(a) Ultimate reality aspects such as knowledge of God, Religiosity,Soul or inner being (b) Personal aspects such as self awareness, Happiness Distress(C) Social aspects such as Brotherhood, Flexibility Acceptance(D) Holistic aspects such as Spirituality, Holistic approach in spiritulity.
2	Emotional Intelligence Scale (E.I.S.)	Anukool Hyde, Pethi and Upender Dhar (2002)	Verbal	Individual & Group	Five point rating scale	English	The item are based on Self awareness, Empathy, Self Motivation, Emotional stability, Managing relations, Integrity, Self- development, Value orientation, Commitment, Altrustic behaviour.
3	Personal value Questionnaire	Dr. G.P. Sherry & Verma (2000)	Verbal	Individual & Group	Three point rating scale	English	The item are based on some values such as Religious , Social, Democratic, Asthetic, Economic, Knowledge, Helonistic, Power, Family prestige, Health.

15.0.0 STATISTICAL TECHNIQUES:

There will be used appropriate descriptive & inferential statistical techniques in the present study. Following statistical techniques will be used for the study :

- Mean
- Standard Deviation
- ANOVA
- T-test
- Skewness and kurtosis for NPC
- Graphical representation

16.0.0 SIGNIFICANCE OF THE STUDY:

If we analytically observe the conditions of our society, we will have to find out the root causes of the numerous problems that have arises in our society. People are loosing their priceless things so called mental peace, happiness, which comes through the feeling of satisfaction. In the families we can see that some times children who are being scolded by their parents react very frequently and they have become soon get angry, short tempered, impatient, suffer from depressions etc. when often result in to commit suicide.

Unfortunately, there is no satisfaction in our luxurious life because we are always remaining in the condition of demand something. Today our need have been grown to the extent limit. This thing makes us peace less and we always try to get some more happiness through materialistic things. But this is our doubt because real happiness cannot be attained by the worldly things. Thus, emotional intelligence, spiritual intelligence & value can play a major role to overcome their problems E.Q., S.Q. & values can make students to improve mental balance and help them to understand the meaning & value of life.

For the development of students it is necessary to develop an ability & intelligence to cope with mental peace & this can only be done by managing their emotions. E.Q., S.Q. & Values can play a major role is managing social adjustments. S.I. can help adolescents to look with in to know, to understand and the nature of the self and its requirement. E.I. enhances their total outlook. It makes students positive and careful. Positive thinking makes one physically and mentally better equipped to manage mental balance.

For the proper development of an individual as well as nation, it is necessary to give proper direction, which can be given by schools & parents also. But schools are more important than parents as they can provide more opportunities for the development of E.I., S.I. & Values. So the researcher is of the view that if the study would be positive, this would help the parents, society as well as for the development of nation also. Teachers would get feedback by the study & help students to provide many enhancement programmes. They can organize such activities in schools, which can develop E.I., S.I. & Values in students. The study would be helpful for curriculum planners, what curriculum & which activities should be provided to the students. So the students can develop their E.I., S.I. & Values.

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